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ABSTRACT

A study of curriculum development in Somalia focused on the role of the National Adult Education Centre (NAEC) and involvement of teachers and inspectors. The sample consisted of 80 Mogadisho primary adult school teachers. Information sources were related literature, teacher questionnaires, and unstructured interviews with school inspectors, school administrators, and NAEC administrators. The literature review focused on the historical background and present conditions of the curriculum development center, the role of NAEC in curriculum development and evaluation, and the role of primary adult school teachers in curriculum development. The majority of respondents (43 teachers) felt curriculum developers, teachers, and community representatives should be involved in curriculum development; 60 teachers had not participated in curriculum development. Regarding teacher contact with NAEC, 55 teachers indicated no connection, 20 had a loose connection, while 5 indicated a good connection at all stages of curriculum development. The great majority (71) felt involvement rates could be improved by upgrading teacher performance. Teachers also indicated that qualification in subject matter was the most important criterion for teacher involvement in curriculum development and teachers were the sole implementers of the curriculum. (The questionnaire, in both English and Somali, is appended.) (YLB)

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African Studies
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No. 109

ISMAIL F.S.BAHAR:

THE ROLE OF NATIONAL ADULT EDUCATION CENTRE IN CURRICULUM DEVELOPMENT IN SOMALIA IN SELECTED GOVERNMENT PRIMARY ADULT SCHOOLS OF MOGADISHO.

U.S. DEPARTMENT OF EDUCATION
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SUBJECT AREA PANELS

I. Somali Panel

II. Foreign Languages Panel

III. Social Studies Panel

IV. Science Panel

V. Maths Panel

VI. General Knowledge Panel

CHAPTER 1

BACKGROUND

Educational Programmes developed in Somalia during the colonial are were restricted to the cities and towns, whereas the rural countryside where the majority of the Somalis live had few or no schools.

The curriculum content of Education was largely academic. Education essentially consisted of the British and Italian educational types existing side by side. The mother tongue was not used as a medium of instruction. English and Italian were the languages of instructions. The curriculum contents was very poor and was based on the culture of the foreigners.

Adult education was introduced in 1950 by the British. The subjects of instruction were limited to Arithmetic, Arabic, and English, responses were encouraging and more than 1,000 Adult were registered in 1959. Then as in the case of other institutions there were not enough teachers to fill the demand. There were also no special schools for adult students and they learnt in the Elementary schools centres in evening classes. On the other side the Italian Administration also tried to provide fundamental Education for adults. Serious attempts were made though with less success. Priority was given to higher and vocational Education. The Italian administration showed initiative and encouraged the opening of the school of politics and administration at Mogadishu in 1950.

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The later is a training centre for Somali officials and political leaders. After 1954, UNESCO and Italian Administration, established three fundamental education centres with the aim of improving livestock raising methods and agricultural techniques teaching modern health measures, developing handcrafts, providing literacy courses inculcating concepts of community development. These centres have met with the same limited success. When the young republic of Somalia was born the two regions, i.e. Halian and British were united. Many constraints were faced based on the different Languages instruction on both sides, and different government systems of administration inherited from their Colonial countries.

There was also the problem of instruction media in education. The inheritance of the two different education systems created difficulties in uniting the administration of educational systems of the republic though it was the first problem to be solved for complete unification of the two regions. Immediately, the new born republic laid down a new five year plan for the education system which was based on the following:

1. Seven years primary education
2. Four years secondary education
3. English to be medium of instruction from intermediate levels onwards.
4. Arabic to the medium of instruction until replaced by Somali.

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The Revolutionary Government that came to power in the country in 1969 braced itself to ameliorate this and in discharging its promise to the nation in 1972 adopted a script for the Somali Language and with its held launched measures towards educational development such as:-

1. Writing of the Somali script.
2. Nationalization of all private printing and private schools.
3. Creation of curriculum development centre.
4. Expanding and functionalizing Adult Education.
5. Attention to family life education.
6. Launching a national literacy campaign in all urban areas.

PURPOSE OF STUDY

Education is a basic concern of every citizen, therefore in developing curriculum, the curriculum developers should not develop curriculum alone. They must take into account the informed opinion of teachers, the needs of the students, the aspirations of the parents and the expections of the society of large. The most important factor in the processes of curriculum development and implementation is the full involvement of the teachers and inspectors atall the levels of both curriculum development and implementation processes.

This study is based on the following points:-

1. A critical evaluation of the role of the National Adult Education Centre in developing the curriculum.
2. Among all the various agents that curriculum changes and implementation involve, the involvement of the teachers, inspectors can be singled out being the most important factor, in developing curriculum, and this will be investigated.
3. Interpreting the curriculum programmes in terms of the students and plans how to practicalise it.
4. A review of the national education objectives as to whether they produce citizens who are able to meet the needs of the society.

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3. Objectives of the National Adult Education Centre.

The National Adult Education Centre (NAEC) is part of the Ministry of Education. Administratively it comes under the Department of Non-formal Education. The National Adult Education Centre is one of the main educational institutes that serve-out-of-school education, emphasising rural groups particularly Nomads. The tasks of the NAEC can be generally grouped according to the main objectives:-

1. The NAEC has to maintain and consolidate the existing adult education activities.

2. The NAEC has to be a centre for study and development of the curriculum formation for adult Education. The NAEC also has to be a centre for study and experiment, for research and evaluation that aims to improve its programmes and to adjust its activities to the real needs of the people based on the realistic analysis of the living and learning conditions of the target groups. NAEC bears the responsibility for Adult Education in Somalia Democratic Republic. It must be one of the links between the government and the people.

The responsibilities of the NAEC are in particular.

- To plan and to implement all types of programmes in adult education, following wherever possible a functional approach.
- To plan and to implement responsibility, to co-operate in all programmes aimed at eradicating illiteracy.
- To participate and assist in a programmes geared towards basic skill development.
- To formulate and execute programmes for training of teachers, administrators and supervisors, of adult education.
- To provide training and consultancy for the personal of all institution and organizations engaged in adult education.
- To train non-professional teachers, volunteers, craftsmen etc. whenever that can contribute to a programme.

- To disseminate information on new methods, techniques and developments in the field of adult education in order to promote adult education in Somalia.
- To render advice and assistance to the government, the public or other organisations or persons engaged in adult education; preparation of syllabi or programmes for adult education.
- To cooperate with other institutions, and organisations in Somalia, which are concerned with the promotion of adult education, and to help them coordinate their activities.
- To develop, produce and distribute all materials textbooks, audio-visual aids etc. which are necessary for adult education.
- To test, evaluate and standarize books and other study materials for adult education.
- To stimulate and promote mass education, utilizing films photography, radio and newspapers for adult education purposes.
- To develop "Education Radio Programmes" in close cooperation with socialized Ministries and agencies.
- To promote and engage in research into the operational and organizational aspects of adult education.

4. The Problems

The following are the two major problems encountered :-

a). Lack of initiative from the adult education teachers, to take part in all levels of the curriculum development.

b). Lack of initiative from the curriculum development centre to include the inspectors of schools to participate in all stages of curriculum development.

5. Major questions

The following questions should be taken as the core this study:-

a). Who should be involved in curriculum development and at what levels?

b). How can the National Adult Education Centre ensure teachers participation in curriculum development?

c). Has national adult education developed the right objectives?

d). What are the major problems that prevents in curriculum development and its implementation in adult education?

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6. Limitation

This research is not without its short-comings. The time factor had compelled the writer to limit the study only to the eight (8) selected government primary adult schools of Mogadishu.

The other limiting factor was that many of the teachers were unwilling to respond. Related literature on the same area was very limited. Furthermore, getting information from school headmasters, inspectors and curriculum developers through interview was difficult.

The research is delimited to the Eight selected government primary adult schools of Mogadishu, two schools from each zone were selected, i.e. west, east, north, and south zone.

This was done to get a representative sample from each zone and information from each schools. A questionnaire as a key of instrument of date collection was administered to teachers only

7. Definition of terms used

a). Primary Adult schools: The term as used in this research contains all grades from grade one up to grade three.

b). Government primary Adult schools
Those schools that are controlled, financed and supervised by the Ministry of Education of the Somali government.

c). Curriculum development
Course of action to produce a structured set of learning experiences.

d). Curriculum development centre of the NAEC
A section that is part of the NAEC, developing curriculum materials and teaching visual aids for use in preparing courses of study.

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8. Research Design and procedure - Method of study

a). The research includes both elementary and intermediate sources. The study is descriptive in nature, concerned with describing the position of teachers concerning their involvement in curriculum development. Data were also gathered by investigating the reactions of the selected primary Adult school teachers of Mogadishu.

b). Sources of Data

The sources are both library work for related literature and information collected from questionnaires completed by teachers. The curriculum developers, directors and officials from the NAEC were interviewed by the writer of this research to get enough information.

c). Population and Sampling Method

The target population are the Mogadisho primary school teachers. Due factor of time as well as financial constraints, the whole population could not possibly be reached. Therefore the researcher decided that the sample be reduced to eighty teachers (80) by random sampling method, i.e. two schools from each zone and ten teachers from each school.

d). Instrument of Data Collection

The intrument of data collection was of two two types:-

- Questionnaires
- Unstructured interviews

The questionnaire has been developed into two units. The first unit was prepared to find out the background of teachers, and the second was to obtain relevant information on the role of the NAEC in curriculum development. Since the medium of instruction in the educational system of Somalia from primary up to secondary schools is Somali language, the questionnaire was prepared in Somali and then translated into English. The questionnaire was delivered to experts for validation and reliability calculation. Therefore, after the necessary corrections, the questionnaire was preapred again in a final form. Interviews were done with five school inspectors, four school headmasters, two officials of the evening classes, the director of the National Adult Education Curriculum Centre and the head of the Curriculum Section in the NAEC. The interviews were unstructured and were held in order to obtain facts, views and reactions from different directions. The researcher himself serves in the Ministry of Education. Previously, he was a school teachers, headmaster, before becoming an inspector of schools.

This personal experience, therefore was used, in place of detailed information which could not have been received otherwise.

V. Instrument of date processing

The reactions of the 80 teachers were tabulated and the final result was shown in percentages.

IV. Organization

The remaining research is organized as follows:
Chapter II consists of a review of the related literature.
CHAPTER III contains report of findings.
CHAPTER IV is allocated to the summary, conclusions and recommendations part of the study.

CHAPTER II

Review of Related Literature

The amount of related literature on the topic "The role of National Adult Education in Curriculum Development" is rather limited. The amount of information available on the topic will however be selected and included in this research. This chapter will be divided into the following three (3) sections.

- Historical background and the present conditions of the curriculum development centre of the Ministry of Education.
- A- The role of National Adult education centre in curriculum development.
- B- And the role of primary Adult School teachers in curriculum development.
- The role of NAEC in curriculum evaluation.

I. Historical background and the present condition of the curriculum development centre

The education system of Somalia went through stages namely:-

1. The colonial stage
2. The post-independence stage
3. The revolutionary period

The content of the curriculum of the two colnies (British Somaliland and Italian Somaliland) was the same and was academic. It was a white-collar oriented education that encouraged development of negative attitudes towards the productive culture as a whole. This was evidenced by a statement by a British colonial official,

" ..... and since the country cannot absorb the school leavers only eight elementry and one intermediate school are sufficient for helping the lowest ranks of the administration". Similarly an Italian colonial officer wrote a secret directive during the fasciast era, in which he forebode any attempt towards the improvement of education in the ex-Italian Somalia. The following quotation is taken from that directive.

".....and we should reserve the strictly necessary education for the sones of the chiefs and more important nobilities, because these can later on, succeed to the duties of their fatliers. serve as interpreters and hold modest position in offices ....."

In the post-independence era, the newly born government inherited two different education system with two different media of instruction, though the objectives of their curriculum were one and the same.

The government found it necessary to revise the curriculum so as to make it more response to the realities in the country. To develop a curriculum for meaningful educational programmes geared to the needs and aspirations of the masses, intergration of the two inherited education system was invitable. With all the steps undertaken by the governmen the new curriculum failed due, to among other factors:-

a). Lack of a curriculum development centre
b). Lack of a written Somali script to enhance the process of intergration.
c). Lack of an adequate qualified teaching force to implement the curriculum effectively,
d). economic backlogs which hindered the achievement of educational materials.

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When the revolutionary government came to power in Somalia in 1969, it soon started to reorganize the government structure on a socialist line. Education was to be a base for this socio-economic and political transformation, and was therefore given priority. The government initiated an educational system that could correspond to the needs of the Somali people and to the ultimate goals of the revolution.

II. A- The role of the National Adult Education Centre curriculum development.

A National Adult Education Centre was established in 1968, with the help of German Technical Assistance. To implement a base for the expansion of informal education. The writing of the Somali language has opened the eyes of all those who were thirsty for education. The conscious understanding of the benefits of education has penetrated the minds of all people since it has been proved that education contributed to social development. The organic interrelationship between the educational consciousness of the Somali people and the writing of the Somali language together made the recognition of curriculum development for adult education imperative. The adult education centre taking into account the sub-cultural and environmental typologies of the country has prepared 19 books designed for ordinary Adult education. The books are divided into the following:-

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TABLE 1

ADULT EDUCATION MATERIALS

Types of Books	No. of copies
1. Books on social studies	90,000
2. Books of Arithmetic	90,000
3. Books on Science	90,000
4. Books in Religions	90,000
5. Books on Somali language	90,000
6. Books for Livestock	40,000
7. Books for the Farmers	20,000
8. Books on Fishing	6,000
9. Books on poultry	4,000

The centre has further prepared books which supplement the books that are mentioned above.

These supplemetary books are designed to improve individual capacity and general knowledge. A list of these books are provided below:-

TABLE II

ADDITIONAL SUPPLEMENTARY READING MATERIALS

1. Daalo (Mountain)
2. Mogasishu
3. Aden - A camel herd
4. Ali - The Farmer
5. Collection of poems possibly organized in different education related to different topics.

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The following books are to be revised

- Range and Range Management
- Handbook for Adult Education
- Manual for NAEC books for Nomadic Education.
- Guide for literacy. Teachers' book
- Exercise book accompanying Beercaring and Xoolalog (Farmers and Livestock herds).
- How to grow vegetable
- Poultry keeping
- Primary Health Care
- Soap making
- Home safety
- Traffic accidents

The above detailed information can largely be found in the NAEC Report 1979.

III. The role of primary Adult school teachers in curriculum development.

Educational change remains lip service without the active part and the cooperation of the teachers. In some cases changes intiated in the school classroom will later assist the developer of the curriculum with planning . The curriculum planner will have to include the teachers in all innovatory stases when considering the important role of the teachers in curriculum planning. H. Robert states (1960,P.9)" the personalities of the teachers must be included in the curriculum development.

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In fact the Community and beyond that total culture re-affect the children and, to the extent that they do are part of the curriculum".

When we are developing a curriculum in any modern school, it is crucial to focus on:-

a). The goals that Community hopes to gain by establishing schools;
b). The available methods materials for the learning process that can be made use of by teachers;
c). The nature of the children, with all difficulties and difference who are to be educated".

Therefore, the people who cooperate and function as group members in learning situations are also highly inportant in developing the new curriculum. When considering the potential position of the teachers in curriculum planning, however one point remains of Vital. Chage may represent both a critique of the teachers existing practices and threat to his position. Yet change cannot be implemented without his cooperation and support. The willing involvement of the teachers can be developed by including him in the development stages, making sure that he becomes both agent and tool of curriculum planning, participates in the develoment of content, methodology and in subject panels. Teachers may cooperate in activities as individuals or as large group members.

Professional competence and educational philosophy therefore teachers should maintain desirable attitude which will make them to be active and effective members participation in curriculum development. Their involvement should be on the basis of educational quality in the subject matter. It will be very hard for a curriculum development centre to call all teachers in to the country development process. Regarding this, GWYN, J.Minor, in his book curriculum principles and social trends (1960, 718) writters:-

"Teachers can elect their colleagues and accelerate the task of curriculum development effectively" Similarly teachers have an important role in curriculum development and in planning field tryouts. Can do this process through their representatives and under take Experiments, investigation.

An appropriate balance must be established among all agents, i.e. facilitators, operators and consummers, allowing full involvement of teachers. When developing the intial phase of new curricula and syllabuses the utilizers of pilot projects and trials should be considered. This gives teachers the chance to participate actively in the first stage and give self confindence of being a member of the curriculum development group. Because the classroom teachers is the one who sees and meets daily with the students interaction, with the students in his closely connected class, is closely connected with parents etc. the teachers is the person who knows parents expectation as well as their child and their attitudes towards the learning activities of their child, and the kind of experience they have offered for their child.

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From direct observation evaluation records, objective and teachers made examination, the teachers is the only one who can analysis the students educational achievement and evaluate his progress. Therefore, the classroom teachers, then must be the important figure who can design the currciulum. This is noway negates the systemetic curriculum developing by group members of the curriculum development centre.

The curriculum must also solve the vital problem of the students in given society at a particular time. This in fact calls for the complex involvement of teachers in curriculum development, and needs consideration of the role of the students himself, his attitudes, his needs, and his interest towards learning activities. Such concepts encourge the curriculum developers to include the teacher, who has enough experiences and has deep knowledge of students development.

We must bear in mind that position of the primary Adult teachers in curriculum development is different from country to other according to the various socio-economic circumstances. Arich Lewy (1977; 8) in h.. Handbock of Curriculum Evaluation writers:

" Programmes may differ with respect to the role played the teacher in their development. Some programme are arranged so as to provide the learner with such clear guidelines that they can almost be used as self instructional material. In other programmes the teacher is expected to assume greater responsibility for explaining the material and structuring learning activities and another difference that may appear concerning the roole of the teacher is in the degree of teacher participation in the programme development".

This is what is needed from any curriculum development scheme. This characteristic feature of the participation of teachers in the first stage of curriculum development of the NAEC is mssing.

Students cannot achieve the objectives of the programmes without the help of the teacher. With regard to the participation of teachers in developing the curriculum Arich Lewy (1977, 248) writes: "A curriculum centre does not have any legal or Moral right to impose a new programme on teachers. Curriculum centre are entitled to suggest educational programmes only if their work reflects values prevailing in the society and also represents consensus concerning proposed goals curriculum development centre should invite teachers to participate in the intial stage of development in order to get first hand information about social needs and values."

This really makes the implementation stage more successfull. Such consideration and democratic participation of teachers in curriculum developmnet is a necessary precondition for its effectivenesses.

III. The role of NAEC in curriculum evaluation

Proper evaluation is essential for its success and strategic operation. It is not enough for the evaluation to be carried out by the experts alone. Evaluation should be a carried out continuosly and coperatively by all people concerned. Teachers should be encouraged to evaluate themselves, their purpose, feelings, satisfaction.

They should consider assessement of childrens responses and their assessement of parent teacher relationships. In so doing, the teacher having first hand experience of all persons and materials involved, is in the best position to apply appropriate evaluative techniques. With regard to this Arich Lewy (1977 p.150) wrote "Evaluation is always concerned in the way or another with the improvement of educational programmes. Through formative evaluation a set of new curriculum materials, innovative teaching methods, and procedures are tried out in a preliminary version and revised and improved to form a final version. Through summative evaluation, the overall effectiveness and quality of a new curriculum is assessed, and further improvement and adjustments are devised and introduced in the nation's schools".

When a final decision is made to introduce new materials, method and procedures, it becomes even more important to maintaining the effectiveness and quality of an educational program in action. In general the effectiveness and quality of an educational program are mainly determined by the interaction among (1) the nature and appropriateness of the program, (2) how it is used by teachers and students, and (3) under what conditions it is used. Therefore, the continuous improvement of an educational program is undertaken not only at the formative and tryout stages but also during and after the large scale implementation.

Evaluation is necessary to be a permanent activity, accompanying all products and activities of the NAEC. In the evaluation of the program they develop a general questionnaires for teachers and even for students to find out the quality and success of textbooks, which includes questions such as:-

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- Was the literacy level appropriate!
- Were the topics interesting (relevant)?
- Was the order of introduction and explanation of the topic Ok!
- Was the Language understandable!
- Were the illustrations Ok?
- Were the illustrations missing or redundent?
- Were the topics based on the syllabus?

CHAPTER III
REPORT OF THE FINDINGS

This chapter deals with the analysis of data gathered by the eighty respondents.

These teachers were asked for their views and opinions on curriculum development.

1. Report on teachers reactions to curriculum development.

   In the table shown below the majority of the respondents (forty three teachers) supported that curriculum developers, teachers and community representatives must be involved in curriculum development.

   This shows that teachers believe that the right way of developing curriculum is to achieve agreement of views and opinions of experts, teachers and community.

   Twenty nine teachers (26 percent) felt that the job of curriculum development should be done by curriculum experts and qualified people only.

   Another eight teachers indicated that the task of curriculum development must be done by curriculum experts only.

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TABLE III

Reaction of teachers concerning in curriculum development who were necessary to be participated.

Item	Number of Teachers	Percentage
Curriculum experts and qualified people only.	29	36
Curriculum experts only	8	10
Curriculum experts, teachers and community members.	43	54
Total	80	100

The following table indicated whether or not teachers participate in curiculum development. The highest number of the respondents namely sixty teachers stated that they have not participated.

Twenty teachers indicated their participation. Six teachers including those who par ticipated further stated that their participation was through questionnaires.

Fourteen (70 percent of those involved stated that the involvement was through personel involvement in seminars and workshops. Considering the reasons for being not participated fifty two (74 percent) responded that the main reason that hindered the involvement in the development was that they have not invited. Only five teachers disagree due to lack of responsibility or competence, while another three showed that they dont accept with the idea that teachers must be participated in curriculum development.

TABLE IV

Teachers statements about participation in curriculum development.

	Number of Teachers	Percentage
Total number of teachers yes.	20	25
Total number of teachers:No.	60	75
Total	80	100

The following table shows the distribution of teachers' participation by stages of curriculum development.

Forty-two teachers indicated that the involvement of teachers at the first stages is very important. While twenty-nine of the teachers supported teachers participation at the final stages (implementation stages). Another three teachers recommended that teachers must participate at the developing stages (middle stages).

The participation of teachers in curriculum development at all stages was recommended by four teachers only.

TABLE V

Responses of teachers on stages of participation

Item	Number of Teachers
First stage	44
Middle stage	29
Implementation stage	4
At all stage	3
Total	80

As indicated in the following table, the majority of the teachers namely fifty-two teachers reported that the most scientific way of the teachers involvement in the curriculum development process is personel participation in seminars and workshops. Twenty teachers reported choosing teachers who had enough experience to join with curriculum developers resulted in more effective teachers' involvement.

Another eight indicated that teachers involvement in development stages could be accepted only from the point of teachers' knowledge of subject matters.

TABLE VI

Reactions of teachers on ways of participation of teachers in curriculum development.

Item	Number of teachers
Selecting enough experience as teachers.	52
Personal participation in seminars and workshos.	20
Qualified in subject matters.	8
Total	80

This table shows how far teachers keep their contact with the national Adult Education Centre. Fifty-five teachers showed that they dont have any connection with the National Adult Education Centre at all. Another twenty have a loose connection, while another five teachers indicated that they have good connection at all stages of curriculum development.

TABLE VII

Reactions of teachers continuing their connections with the national Adult Education Centre.

Item	Number of Teachers
Very poor	55
Weak	20
Good at all levels	5
Total	80

As indicated in the following table, the great majority seventy one teachers, pointed out that the involvement rate of primary adult school teachers in curriculum development can be achieved by up-grading teachers performance. Another five-teachers believed that the way of increasing the teachers involvement in curriculum development is give more attention to how they perform their profession. Another four teachers stated that supporting teachers to take active part in community activities can also be a method of improvement and involvement in curriculum development.

TABLE VIII

Reactions of teachers on the involvement rate of primary Adult school teachers in Curriculum development.

Item	Number of Teachers
Increased by up-grading.	71
Support of Community involvement.	4
More responsibilities on the job.	5
Total	80

As indicated in the following table teachers were asked their reactions on the reasons that justify more involvement of primary Adult school teachers in curriculum development. Teachers were asked school teachers in curriculum development. Teachers were asked they are the people who generally were implement the curriculum. The item was very Crucial. Forty -two teachers supported this item,. Another thirty-stated the importance that teachers knowledge that attitude of learning activities of the student:-

Eight teachers said that knowing the interest of students also accepts the involvement of primary Adult school teachers in the development of curriculum.

TABLE IX

Reactions about the Acceptance of teachers Involvement in Curriculum Development.

Item	Number of Teachers
Teachers should be involved.	42
Teachers should make a contribution through their knowledge of students.	30
Teachers to be consulted about students' interest.	8
Total	80

The following table indicates the responses of teachers on teachers participation in curriculum evaluation Seventy-two considered that qualification in subject areas as the basic requirements for teachers for participation in community activities are also criteria for teachers participation in the curriculum development.

TABLE X

Responses of teachers on the Criteria for the teachers participation in Curriculum Development.

Item	Number of Teachers
Qualified in subjected matter.	72
Experience in setting examinations.	3
Participation in Community affairs.	5
Total	80

This table shows who teachers fill should be the eight persons to be responsible to excute the curriculum. Sixty-one of the respondents stated that teachers are the sole implementers of the curriculum. Ten teachers declared that the administrators, the directors, and the teachers also must take an important part in curriculum implemetation. On the other hand nine teachers said that the directors and administrators are good agents of curriculum implementation respectively.

TABLE XI

Reaction of teachers about agents of curriculum Implemeters.

Item	Number of Teachers
The Teachers.	61
The administration, directors and teachers	10
The directors and administrators.	9
Total	80

The following table indicates the results concerning the respondents which were asked to show one of the activities in which teachers are less engaged. Forty-six teachers stated that they are not so involved in the supply and distribution of the materials, Another thrity teachers declared that they aslo participated less in evaluation and controlling the Activities of the programme.Five teachers indicated lack of competence.

Table XII

Reaction of teachers on the problems hindering Implementation of the Curriculum.

Item	Number of Teachers
Less involved in supply and distribution of materials.	45
Less involved Controlling and evaluation of the Activities of the programme	30
Lack of Competence.	5
Total	80

CHAPTER IV

SUMMARY CONCLUSION AND RECOMMENDATIONS

Summary and conclusion

The work of curriculum development is very important and complex and must not be left to individual bodies or institutions.

It need the cooperative effort of educators and community. It also needs the establishment of guide-lines on which different aspects of curriculum decisions.

On the basis of valid reaction obtained from teachers can be summed up as following:-

1. The great number of respondents, i.e. sixty Teachers declared that they have not participated in the curriculum development. This number indicates that the curriculum development centres has not been able to involve teachers at all levels of development.

   If such a type of participation is not changed by the curriculum development centre of the NAEC, the success of the curriculum and as the result the quality of education are in danger.

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2. In order to increase the enrolment rate of primary adult school teachers in curriculum development, they must be up-graded in their profession from time to time. Curriculum does not merely emerge as a plan in the minds of curriculum developers only. It needs the involvement of educated and selected teachers who can better understand the situations of the society.

3. There is no connection among the development centre, and primary Adult school Teachers. This means that, the National Adult Education Centre does not incorporate the primary Adult school curriculum into their programmes and do not make follow-ups. On the other hand the curriculum section does not involve teachers in the planning stage of curriculum development.

4. Although there is a lack of involvement of teachers by the curriculum development centre, most of the teachers know their competence and duties in the areas of curriculum development. According to the findings, Seventy one teachers confirmed that the identification of issues that require correction and feed-back for further achievement of the curriculum are part of their professional task.

5. According to the responses, forty five Teachers reported that one of the activities in which teachers are less engaged is the supply and disctribution of materials.

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Recommendations

On the basis of the findings and conclusions of the research, the following recommendations are made:-

1. To increase the success of the curriculum and improve the quality of education all competent and qualified primary Adult school teachers must participate at all levels of curriculum development.
2. Curriculum developers have to devise good systems of distributing school books and materials in time.
3. Teachers must be informed of the availability of the books and materials in the schools so as to utilize them.
4. It is necessary to improve communication on curriculum changes among the NAEC, the curriculum development unit and primary Adult school teachers, e.g. by means of Curriculum news letters or a yearly planning report.
5. For the aim of the future formative and summative evaluation of the curriculum, the evaluation and study unit of the curriculum development centre must be extended and staffed by qualified people. Further more, in programmes of training in evaluation systems for teachers, headmasters, inspectors, discussions on the availability of equipment, space time etc. should be embarked upon so that the success in curriculum can be evaluated and implementation can be monitored at all stages.

Appendix

Questionnaire prepared for 8 selected Government primary Adult School in Mogadisho. .....(Teachers) Objectives = the main objectives of the survey is to examine the role of primary Adult School Teachers in Curriculum development. Therefore, the questionnaire is prepared to obtain responses on the issue.

Direction

The questionnaire has two phases. The first phase is designed to find out the general background information concerning respondents the items are general descriptors. The aim of second phase of the questionnaire is for getting relevant information on the role of Teachers in Curriculum development.

1. Please point out the answer you consider best by putting circle of letters of each.
2. Dont write your name on the questionnaire.

Phase One

General Background information

1. Name of the school .....
2. Zone .....
3. District .....
4. Sex .....
5. Teachers Field experience ..... years
6. Qualification:
   a) Intermediate b) 2 years Teachers training Halane.
7. Date of birth .....
8. Place of birth .....

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Phase two

1. Recognise the people who should be involved in curriculum development.
   a - Curriculum experts only.
   b - Curriculum experts and intellectuals only
   c - Curriculum experts, Teachers and community representatives.
   d - Others - please indicate .....

2. Have you ever been involved in curriculum development?
   1. Yes
   2. No.

3. If your responses is yes, how did you participate?
   a - Through questionnaire only
   b - though personal involvement in workshops and seminars.
   c - Though subject matters
   d - Other means - please indicate .....

4. If your reaction is no, what are the main reasons for not having been involved?
   a - I have not been invited at all
   b - I disagree to be involve due to lack of power
   c - I reject the idea that teachers must participate in curriculum development.
   d - Others- Please indicate .....

5. Which of the following do you think is the most important way of allowing Teacher involvement in curriculum development?
   a - Though personal involvement in workshops and seminars.
   b - Though subject matters
   c - By choosing erough experienced Teachers to work with curriculum experts.

d - Other means - Please indicate = ...

6. How is your connection with the curriculum Development centre of the NAEC.

a - Well related in all stages of curriculum development.
b - Poorly, related, i.e. only when new programmes are prepared.
c - Not related at all stages
d - Other means - Please indicate .....

7. Which of the following do you think will increase the involvement of primary, Adult School Teachers in curriculum development.

a - Up- grade Teachers in their Teaching field
b - Give more professional competence to do their job by themselves.
c - Increase the interest of Teachers to play an active part in community activities.
d - Others means - Please indicate .....

8. Which of the following factors justify more involvement of primary Adult School Teachers in Curriculum Development?

a - They know the laerning activities of the students.
b - They know the nature of the environment in which the students are growing and pachology of their understanding.
c - They are the people who will implement the curriculum
d - Others - Please indicate .....

9. One of the essential role of teachers in Curriculum Development is:

   a - Preparing students for examination by choosing subject.
   b - Correct or feedback and evaluation for greater achievement.
   c - Others - Please indicate .....

10. The Teachers who participate in Curriculum Development should be:-

   a - Experienced in preparing our tests.
   b - qualified in the subject matter area
   c - Good conduct and highly sociable
   d - Other means - Please indicate .....

11. Which of these people must play an important role in curriculum implementation.

   a - The Teacher
   b - The Director
   c - The Administrator
   d - Others - Please point out .....

12. The proper responsibility of the Teacher as curriculum implementators is:-

   a - To follow the nature of the curriculum adjustment concerned on students needs and situation.
   b - Strike out from the content what he does not know.
   c - To work in his method so as to complete as much content as possible.

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13. In general primary Adult School Teachers must be involved in all curriculum implementation process, but in.

    a - The controlling and evluation of the programme
    b - In the evluation and assessment of student achievements.
    c - Supply and dissemination of the materials.
    d - Others please indicate .....

14. Please indicate on the main problem that prevent Teachers from involvement in curriculum.

    .....

    .....

    .....

15. Please suggest your ideas of ways and means by which Teachers should be involved in Curriculum Development.

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Appendix

Su'aalo loo diyaariyey Maclimiita wax ka dhigta Sideed Dugsi oo ah kuwa Hoose/Dhexe ee Waxbarashada Dadka Waa-Weyn. (Primary Adult Teachers).

Warbixin, Ujeeddada laga leeyahay. Warbixintaani waa si loo Ogaado Kaalinta Macalliimiintu ka qaataan Manhaj sameynta iyo hirgelinstiisa. Sidaasi darteed waxaa su'aalahani loo diyaariyey si loo helo Jawaab celinta Macallimiinta.

Kabka Su'aalaha loo diyaariyey

Su'aalha waxaa loo dyaariyey seddex qaybood:-

1. Mida hore waxaa loogu talo galay in la helo waxbxin ku saabsan jawaab celiyaha.
2. Mida labaad waa inla helo sida ugu haboon ee Macallimiintu uga qayb qaadan karto Manhaj sameynta.
3. Su'aalaha seddeexaad waxay noqonayaan sida Macaalimmintu qayb uga qaadanayaan hirgelinta Manhajka.
   Koobaan genin Jawaabta aad isleedhay waa sax.

I. Qaybta Koowaad

1. Magaca Dugsiga .....
2. Laanta Koobta Shaqada .....
3. Lab/Dhedding .....
4. Waayo aragnimada Macallinka .....
5. Heerka Aqoonta .....
   - I. Dugsiga Sare, Saddex Sannadood oo Tababar Macallimiinta.
   - II. Dugsiga Dhexe, Seddex Sannadood oo Tababar Macallimiinta.
   - III. Jaamacadda Waxbarashada ee Lafoolle

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6. Takhasuskiisa - B.A.B.SC.

7. Inta Sannadood ee Shaqada Macallinimada uu hayey.

II. Qaybta Labaad
Manhajka Samyntiisa

1. Sheeg dadka u qalma Manhajka sameynta.
2. Dadka soo bartay sida Manhajka loo dejiyo oo qush ah.
3. Dadka soo bartay sida Manhajka loo dejiyo Macallimiinta, iyo Wakiilo ka socda Dadweunaha.
4. Dadka soo bartey sida Manhajka loo sameeyo iyo Aqoonyahanada oo keliya.
5. Qaar kale - sheeg kuwaasi kale .....
6. Weligaa ma ka qayb gashey Manhaj dejinta.

   A - Haa
   B - Maya
7. Haddii Jawaabtaadu tahay Haa sidee baad uga qayb gashay?

   A - Ma Dugsi ayaad Wakiil uga ahayd.
   B - Ma Su'aalo lagu weydiiyey ayaad Jawaad ka celisay.
   C - Ma aqoon isweydaaro iyo Siminaaro ayaad ka qayb gashay.
   D - Mise so kale ayaad uga qayb gashay sheeg sidii aad uga qayb gashay .....
8. Hadii ay Jawaabtaadu tahay Maya waa maxay sababtu:-

   I. La iima yeedhin haba yaraatee
   II. Waan diiday inaan ka qayb galomaxaa yeelay awood uma lihi.
   III. Kuma waafaqsani rayiga ah in Macallimiintu ka qayb gasho Manhajka Sameynta.

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IV. Mise si kale, sheeg waxyaalaha kale ee kaa horjoogsaday ka qayb galida Manhajka Sameynta.

9. Sidee baad isleedahay Macallimmintu ha uga soo qayb galaan Manhaj diyaarinta?

I. Diya[illegible]ta hore
II. " labaad
III. " Saddexaad
IV. Mise mar kale - sheeg marka kale .....

10. Sidee baad isleedahay wey ugu waxter badan tahay ka qayb qaadashada Macallimiinta Manhaj diyaarinta.

I. Koox ahaanta
II. Qof ahaanta Siminaarada ka qayb gala.
III. Xulashada Macllimiinta waayo aragnimada dheer u leh Shaqada iyo Aqoon-yahna Manhajka, mise siyaabo kale, sheeg sida kale, ...

11. Sidee buu yahay zidhhdhka u dhexeeya Adjgaiyo khubarada Manhajka sameysaa?

I. Xidhiidh ah marka la diyaarinayo Manhajka cusub oo kale
II. Xidhiidh wanaagsan mar walba Waqtiyada la diyaarinayo Manhajka.
III. Ma lihi[illegible] wax xidhiidh ah haba yaraatee.
IV. Mise si kale - sheeg siddasi kale, ...

12. Arrimahaani oo dhan maxaad u malayneysaa inay siyaadin karto ka qayb gelida Manhajka dyaarinta Macallimminta wax ka dhigta Dugsiyada H/Dhexe.

1. Awood siinta Macallimiinta hawlahooda
2. Sare u qaadida heerka Waxbarashad ee Macallimiinta.
3. Ku dhiiri gelinta Macallimiinta ka qayb qaadashada hawlaha mujtamca lagu dhisaayo.
4. Siyaabo kale-sheeg, ...

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13. Waxuaabaha soo socda oo dhan kiwee baad mooda inay aad ugu habbon yohiin ka gayb gelida Macallimiinta Manhaj dyaarinta.

    1. Maxaa yeelay waxay aqoon dheer u leeyihiin xiisaha carruurta.
    2. Waxay yaqaanaan Dabeecadda iyo degaanka Carruurta
    3. Waxay yihiin kuwa badanaaba hirgelintiisa leh Manhajka.
    4. Siyaabo kale-sheeg, ...

14. Mida ugu muhiimsan ee Macallimiintu uga qayb geli kartaa dyaarinta Manhajka waxaa ka mid ah:-

    1. Waa iyagoo marka hore ka qayb qaata isku dubaridka qiimaynta so horumar loo gaadho.
    2. U diyaarinta ardeyda Su'aalo iyo Imtixaan si loo hubiyo heerka Waxbarashadooda maado ahaan.
    3. U kuurgelida Manhajka so dhab ahaana.
    4. Siyaabo kale - sheeg, ...-.....

15. Macallimiinta ka qayb gelaya Manhaj diyaarinta waa haboon inay yihiin sida soo socota:-

    1. Awood garashada maadada
    2. Waayo-aragnimada Macallinku u leeyahay Maadadaasi
    3. Sumacadda iyo Anshaxa wanaagsan ee Macallinku leeyahay.
    4. Siyaabo kale- sheeg, ...

16. Magacow dhibaatooyinka hor taagan ka qayb galka Macallimminta Manhjka sameuneysa. .....
    .....
    .....

17. Maxay kula tahay siyaabaga Macallimiintu uga qayb geli karaan Manhaj sameynta .....
    .....

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III. Qaybta Saddexaad
Hirgelinta iyo qiimaynta Manhajka
Implentation and Evaluation

18. Siyaabah ugu haboon ee Macaaliinku ku fulin karo Manhajka waxaa ka mid ah:-

    1. Inuu isagu hawlinhiisa iska qabsado sida ugu dhibaato yar ee suura-gal ah.
    2. Inuu qaado talliabooyin uu isleeyahay ayaad ku fulin kartaa.
    3. Inuu dib u dhigo Manhajka qaybo ka mid ah oo uu isleeyahay garanmaysid.
    4. Inuu la socdo Manhajka kuna dabaqo baahida ardeyda iyo wadciga meesha.

19. Diyaargarowga Macallimiinta falinta manhajka waxaa haboon in la tixgeliyo arimaha soo socda:-

    1. Tababar siinta Macallimiinta mida hore iyo midda dambeba.
    2. Siminaar siinta Macallimiinta
    3. Abuurid ama jiritaanka keyd dhexe
    4. Qaar kale - sheeg kuwo kale .....

20. Kuwee haad siiyey Macallimiita tilmaamaha ugu habeob ee Manhaj fulinta.

    1. Xarunta Waxbarashada Dadka Waaweyn Moqadisho.
    2. Gobolka Waxbarshada Dadka Waa weyn
    3. Afrta laamood ee Waxbarashada Dadka Waaweyn
    4. Kuwo kale - sheeg kuwa kale, ...

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